

## Activity 1: Finding out about people

**Level:**  
Entry 1.

**Time:**  
45 minutes

**Resources:**  
✓ Photographs  
✓ Sticky notes  
✓ Board

**Aims:**

- ✓ To develop skills and knowledge in speaking and listening at Entry 1
- ✓ To learn a range of question forms to ask questions about a person in a picture
- ✓ To practise asking questions about a person in a picture

**Sub-skill focus:** active listening skills

**Exam task focus:** Component 1 Task 2

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**Procedure: Finding out about people**

- Display a photo representing a person you wish to talk about e.g. friend or family member. A picture of the person doing something is ideal as it will generate more interest and conversation. You may like to use one of the sample pictures provided here.
- Tell your learners this is a picture of e.g. your friend.

Sample pictures:



Sample pictures (cont.)



- Learner task: You want to find out about the person in the picture. How can you do this? Elicit that this is achieved by asking questions.
- Elicit the information they would like to know and write up on the board: name, job, hobbies, children, home town etc. If online contributions could be given in a chat box or using an online audience response tool. (e.g. Vevox.app)
- Learners work in pairs or small differentiated groups to write the different questions required to find out this information, using breakout rooms if teaching online. Monitor and support, flagging up errors e.g. for self-correction, if appropriate, using methods appropriate for your group.
- Pool the contributions, grouping them into the question forms at E1. If online this could be done in a table or in word clouds. If in class, sticky notes could be added to a board under the question form headings or learners can add ideas to an interactive whiteboard. If the group dynamic permits, encourage the group to refine the questions if needed and self-correct any errors. Support learners to build up a large bank of questions to ask.

wh-questions (who, what, where)	how much, how many...?	yes/ no questions	has he/ she got...?	Does he/she...?	Can he/ she...?	Other questions

- As a whole group, learners take turns to ask questions which you can answer. Try to drip feed information to encourage further questions.
- Active listening: encourage learners to respond to your answers as this shows they are taking interest and demonstrates understanding. They may like to make an appropriate comment e.g. "That's nice", "He is a good friend", "She is kind" or ask a further question relating to your answer e.g. "What is she making?". Where further questions are generated from this, add them to the question bank as you go. Encourage learners to ask questions and make comments with confidence and guide on appropriacy if necessary.
- Encourage learners to ask for clarification if they don't understand something e.g. "Please can you repeat that?", "What does xyz mean, please?";. Drill examples to help familiarise. To help increase their skills and confidence in asking these questions, create opportunities by using one or two words which they most likely don't know yet in some of your responses to their questions. Ask concept-checking questions to check understanding if learners do not ask for clarification. Continue to build their confidence in asking for clarification and for further explanations.

Tips:

Capture the question bank created so learners have a record of them for further practice. Learners can note down the questions or take photos of the sticky notes; if online, save and share.

Encourage learners to use contractions when speaking, highlighting the difference between written and spoken English e.g. "What is her name" becomes "What's her name?". Drilling the question forms will help them develop pronunciation and intonation skills e.g. rising intonation in yes/no questions e.g. "Is he married?" and falling intonation in wh- questions "Where does she live?".